

# No Child Left Behind Act of 2001 (NCLB) Adequate Yearly Progress (AYP): Montana 2008

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# The No Child Left Behind Act requires:

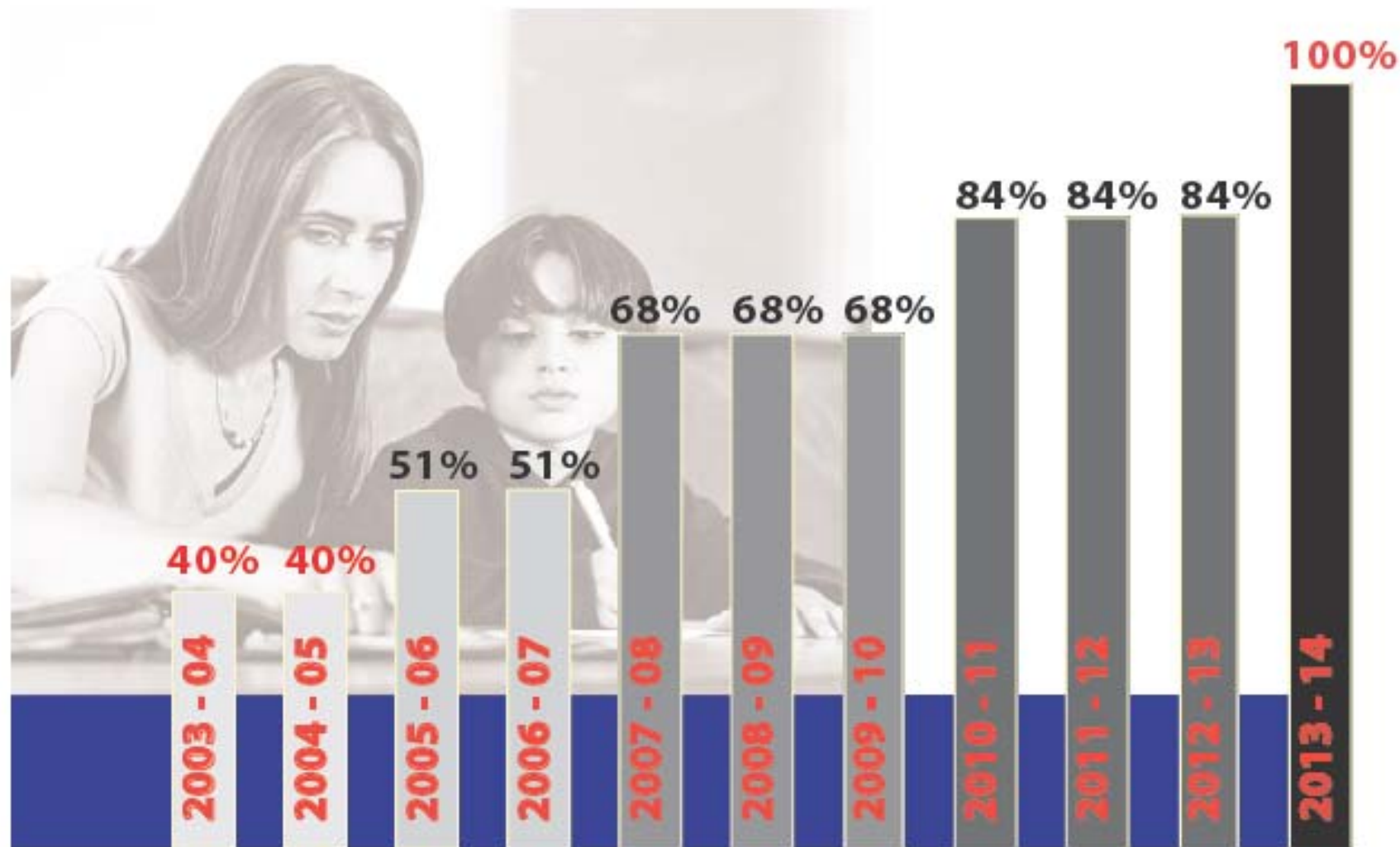
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- By 2013-2014, 100% of children at every grade level must score “proficient” or “advanced” in reading and math or the entire school will fail to make Adequate Yearly Progress (AYP).
- This includes children in poverty, those who speak limited English, and those in Special Education.

# 2008 Montana Adequate Yearly Progress

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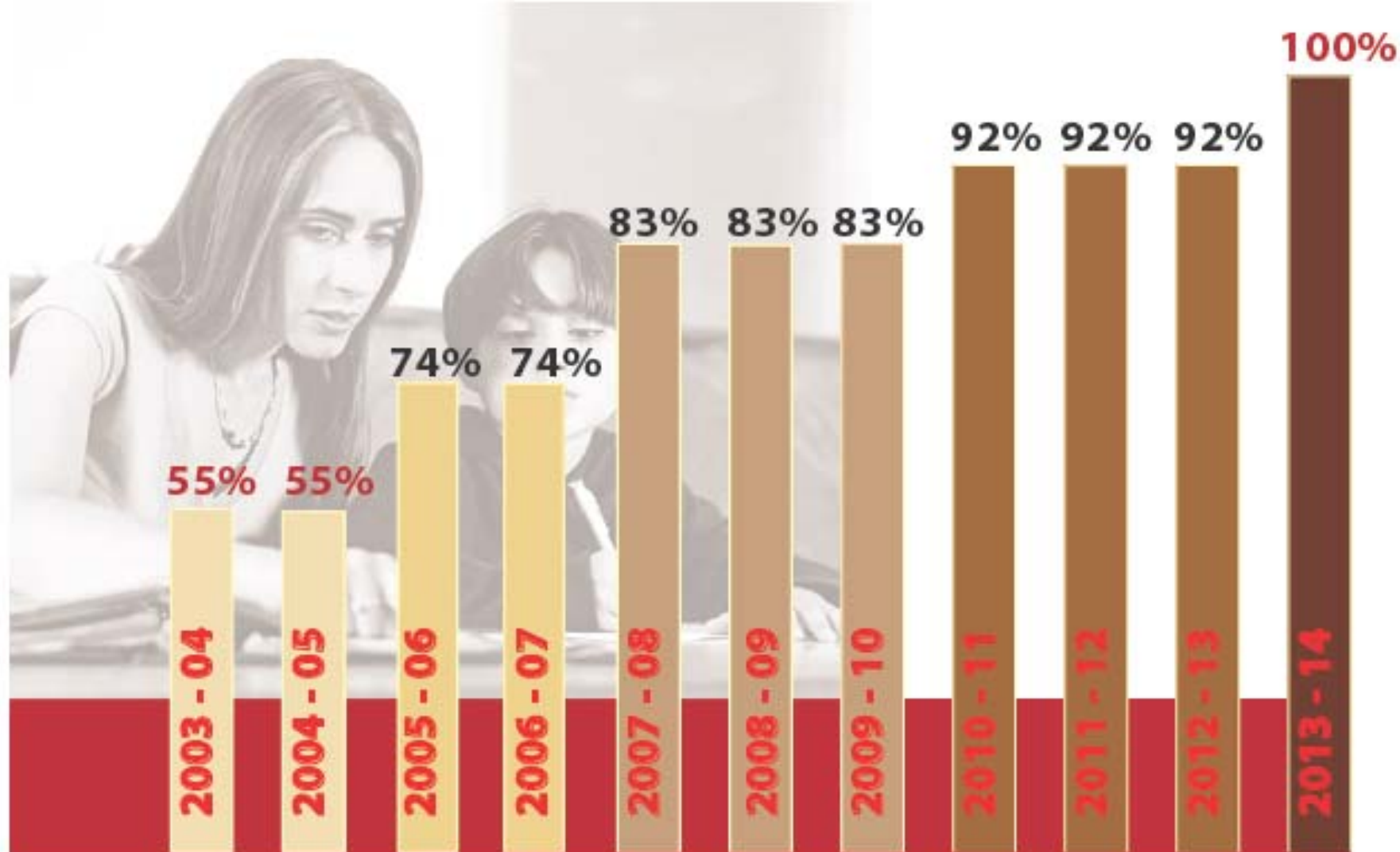
- The No Child Left Behind Act requires increasing the targets over time.
- The Annual Measurable Objectives (the percentage of students scoring proficient or advanced) increased in both reading and math.
  - Math proficiency targets increased by 17%.
  - Reading proficiency targets increased by 9%.



## Montana Annual Measurable Objective Math



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## Montana Annual Measurable Objective Reading



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# 2008 Montana Adequate Yearly Progress

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- In 2006, 90% of Montana Schools met AYP.
- In 2007, 90% of Montana Schools met AYP.
- In 2008, 72% of Montana Schools met AYP.

# Making AYP

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- AYP requires every subgroup to meet the Annual Measurable Objective.
- This year, even more subgroups were counted for AYP.
  - The US Department of Education lowered the size (the “N” or number of student) needed for a subgroup to be reported to 30 students.
  - This required more subgroups to meet the Annual Measurable Objective.

# Up to 41 Ways for Schools to Fail to Make AYP

Miss even one area and the entire school does not make AYP

| Population                           | Reading Participation | Reading Achievement | Math Participation | Math Achievement | Other Indicator   |
|--------------------------------------|-----------------------|---------------------|--------------------|------------------|---|
| All Students                         |                       |                     |                    |                  | <b>The other indicator for High Schools is the graduation rate.</b>   |
| American Indian                      |                       |                     |                    |                  |   |
| Asian                                |                       |                     |                    |                  |   |
| Hispanic                             |                       |                     |                    |                  |   |
| Black                                |                       |                     |                    |                  |   |
| White                                |                       |                     |                    |                  | <b>The other indicator for Elementary Schools is attendance rate.</b> |
| Pacific Islander/<br>Native Hawaiian |                       |                     |                    |                  |   |
| Limited English Proficient           |                       |                     |                    |                  |   |
| Free/Reduced Meal Students           |                       |                     |                    |                  |   |
| Special Education Students           |                       |                     |                    |                  | <b>Either rate applies to the entire school.</b>                      |



# In 2009, Up to 50 Ways for High Schools to Fail to Make AYP

| Population                           | Reading Participation | Reading Achievement | Math Participation | Math Achievement | Grad Rate |
|--------------------------------------|-----------------------|---------------------|--------------------|------------------|-----------|
| All Students                         |                       |                     |                    |                  |           |
| American Indian                      |                       |                     |                    |                  |           |
| Asian                                |                       |                     |                    |                  |           |
| Hispanic                             |                       |                     |                    |                  |           |
| Black                                |                       |                     |                    |                  |           |
| White                                |                       |                     |                    |                  |           |
| Pacific Islander/<br>Native Hawaiian |                       |                     |                    |                  |           |
| Limited English<br>Proficient        |                       |                     |                    |                  |           |
| Free/Reduced<br>Meal Students        |                       |                     |                    |                  |           |
| Special<br>Education<br>Students     |                       |                     |                    |                  |           |

# 2008 Montana AYP: Special Education

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- In Montana, 13% of the public school population receive special education services.
- To qualify for special education, the student must have a disability AND struggle enough with academics or behavior to need the individualized instruction that special education provides.
- Students in special education are placed in a subgroup that is required to achieve the same test scores and graduation rates as students without special needs.

# 2008 Montana AYP: English Language Learners

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- Students categorized as “English Language Learners/Limited English Proficiency” are students who have difficulty in listening, speaking, reading and writing English.
- They are placed in a separate subgroup that is required to achieve the same test scores and graduation rates as students without a language barrier.

# Determining AYP

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- “Calculated Method”
  - Federally mandated by NCLB for most schools
  - 58% of Montana’s public schools are evaluated using this method
- “Small Schools Process”
  - NCLB allows a small schools process for determining AYP
  - 42% of Montana’s public schools are evaluated using this method

# “Small Schools Process” is Better!

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- Superintendent McCulloch believes this Small Schools Process is a more accurate way to gauge success.
- In addition to NCLB test scores, it uses multiple measures including analysis over time for achievement and improvement and yearly effectiveness reports with goals, action plans, professional development and much more.

# 2008 Montana Adequate Yearly Progress

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## Superintendent McCulloch believes ...

- AYP based on high stakes reading and math tests does not give a complete picture of school success or improvement.
- AYP does not measure individual student growth.
- AYP does not measure other academic areas.
- AYP does not consider everything else that a good education provides.

# The AYP Results Hide the Facts: Montana Students are Improving

- The overall trend for NCLB test results for math and reading is up.

| Percentage of Students at or above “proficient” |         |      |
|---|---------|------|
|   | Reading | Math |
| 2003-2004                                       | 62      | 57   |
| 2004-2005                                       | 68      | 59   |
| 2005-2006                                       | 78      | 61   |
| 2006-2007                                       | 81      | 63   |

# Results of a Required National Test: Students Improving

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## 2007 National Assessment of Educational Progress (NAEP) test showed:

- 8<sup>th</sup> grade students in only two other states. scored higher than Montana students in reading.
- Montana 8<sup>th</sup> grade students ranked 10<sup>th</sup> in math
- Montana 4<sup>th</sup> grade student math scores improved by 14 points among American Indian students and 18 points among low income students (receiving a free or reduced meal.)



# **Conclusion:**

## **Montana Schools are Improving!**

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- Superintendent McCulloch (and most Montana educational leaders) believe that math and reading scores by themselves are not a good measure of the success of schools.
- Montana schools are improving, as shown by many measures, including NCLB test scores.
- Rising targets for AYP make it appear that schools are somehow getting worse, when the opposite is true.

# A Glimpse at Montana Students

